

GRADE 1: THE RIPPLE EFFECT – REFLECTING ON CLASSROOM BEHAVIOR

Submitted by Katie Schuster, 2024, while serving as Grade 1
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LEARNING PLAN OVERVIEW

Subject(s)	• Health and Wellbeing • Social Emotional Learning
Grade Level (s)	Lower Primary (ages 6-7)
Systems Tool(s)	• Sustainability Compass • Systems Mapping or Causal Loop Diagrams
Purpose of Using Tool	• Inquiry • Critical Thinking • Discussion • Action Planning • Reflection
Summary	Students reflect on their actions in the classroom and discuss how and what they impact. Students connect different actions and identify patterns to support development of a new classroom agreement.

Learning Objectives

- Students identify common classroom behaviors and patterns.
- Students explain the consequences of these behaviors and patterns.
- Students reflect on findings and develop new classroom agreements.

Material and Settings

- Papers
- Markers
- Any space that allows for group work, as well as full class discussion
- Some sort of display (whiteboard, PowerPoint, easel, etc.)

Learning Context

The lesson takes place in a 1st grade homeroom (ages 7-8 years) of 23 students. The lesson could be done at the beginning of the year to develop an original set classroom of classroom agreements, but it works particularly well after a semester when students have had time to be in the classroom. The 'lesson' will take place over the course of a week.

Purpose of Using the Systems Thinking Tools

We returned from our spring break and my class has really been struggling with behavior. After learning about these tools, I couldn't stop thinking about how beneficial they could be in supporting my students develop a deeper understanding of how their actions affect our classroom.

Learning Plan Step-by-step Description

Part 1

Introduction:

1. Teacher displays a blank Sustainability Compass and engages students in a notice/wonder routine.
Students can discuss in pairs and share what they notice and wonder about the blank Sustainability Compass.
2. Teacher gives a brief explanation for each 'branch' of the Sustainability Compass. Before the teacher explains, students are given an opportunity to define economy, wellbeing, society, and nature.
***[This video](#) can be used to support understanding as well, but was too long for the majority of my first graders.*
3. Teacher uses adapted systems conditions poster and concrete examples to clarify understanding within the classroom context.
Economy - Parents pay school tuition.
Wellbeing - Starting each class with breathing exercises
Society - "Don't run in the hallways."
Nature - Picking up trash on the playground
These are basic examples; Students should have the opportunity to brainstorm examples, so T can check for understanding.
4. Teacher explains that the class is going to use the Sustainability Compass as a tool to reflect on classroom behavior.

Student Work:

1. Teacher explains instructions.

- a. Students will work in groups to develop their own Sustainability Compass related to classroom behavior.
Groups can be student selected or assigned based on classroom needs.
- b. Teacher models using the Sustainability Compass tool with classroom behavior (ideally, examples that target behavior concerns)
Economy - losing supplies and needing to buy more
Wellbeing - headaches caused by classroom volume
Society - doing what a friend says just to fit in or be 'cool'
Nature - squirting each other with water bottles wastes water
2. Students work in groups on their Sustainability Compass. Teacher monitors and supports
3. Students groups present compasses to full class as teacher records on one larger poster.

Closing:

1. Teacher briefly explains that the class will use their reflections/compasses throughout the week to develop new classroom agreements.

Part 2**Introduction:**

1. Teacher displays the full class Sustainability Compass poster from the previous lesson.
2. TPS routine: Students discuss what they notice or wonder about the completed Sustainability Compass.
3. Teacher models drawing a connection between two different points on the Sustainability Compass with a think-aloud.
"I noticed that we lose our pencils and always blame other people. I think that could also affect our wellbeing because it hurts my feelings when someone accuses me of doing something I didn't do."
Teacher can provide another example if needed.
4. Students are provided with think time, then are invited to draw their own connections and explain to the class.
5. Students are given time to reflect on the connections they see.
Discuss: What points have the most connections? What seems to cause the most challenges?

Student Group Work:

1. Teacher explains instructions.
 - a. Students will work in groups to create cause and effect chains.
 - b. Teacher models creating a cause and effect chain.
One student shouts → Other students speak louder to be heard. → Everyone is shouting. → The classroom is extremely loud. → Some students become stressed or frustrated. → These students leave the classroom to escape the noise. → The students that had to leave miss out on learning.
 - c. Students groups can create as many cause and effect chains as they want to.

2. Students work in groups on their Sustainability Compass. Teacher monitors and supports. Students are encouraged to stretch their cause and effect chains as long as they can.
3. Students groups present chains to full class as teacher records on one larger poster.
(We used mind maps to draw chains; this allowed students to identify more than one effect from each point/cause.)

Closing:

1. Teacher briefly explains that the class will use their reflections/chains to develop new class agreements that could solve some of the identified challenges.

Part 3/Application

1. Students brainstorm different class agreements based on previous reflections.
2. Teacher compiles student ideas and class discusses.
3. Teacher finalized a list and students vote to 'ratify' each agreement.
4. Final agreements are printed and posted in the classroom with students' signatures.

Note: This is designed to be completed over the course of a week. Parts 1 & 2 can be done as individual lessons and Part 3/Application can be done during morning work, morning meeting, or another shorter period of time.

Reflection: Plusses

I was genuinely impressed with the deep thinking that students were engaged in during the process. My students were struggling with adapting to primary school and typical behavior management strategies weren't wholly successful, so I wanted to use this tool as a way for students to develop a deeper understanding of the 'why' of rules and expectations in the classroom. In general, this was very successful and I was impressed with the different ideas students came up with. In my educational setting, many of my students live in their own 'bubble' and aren't necessarily aware of how they affect others and the world around them. This activity really encouraged students to think deeper and students seemed to take a successful step out of their bubbles. For example, one of my students said, "We are privileged because we have water and other materials." Another said, "the world is hurting." These two comments in particular exemplify the critical thinking and connections students were able to make.

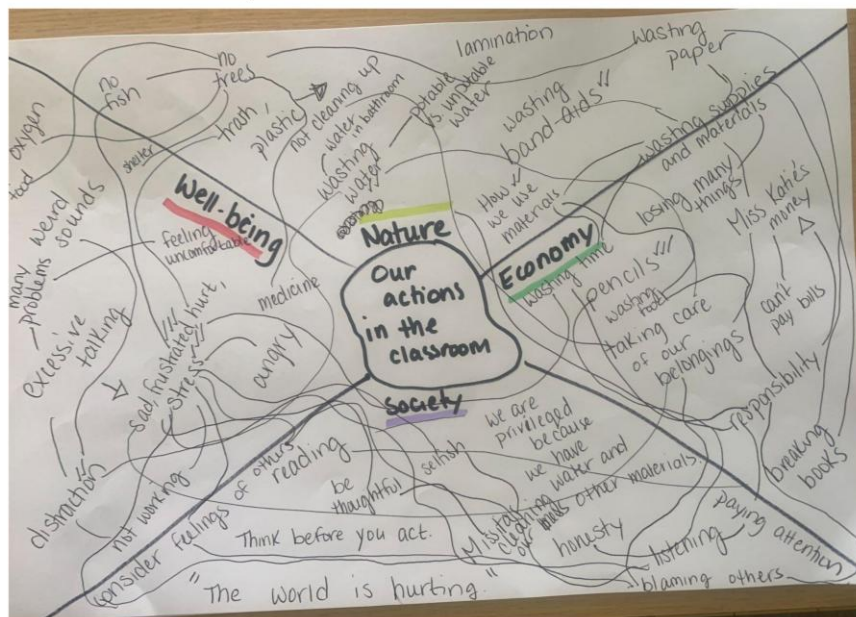
Areas for Improvement

While the activity was successful in the moment, there was a lack of follow-through from myself and my students on acting on the reflections made, even with the new set of class agreements. I think it would be beneficial to refer back to the reflection compass as needed in the classroom and attach visual reminders to the class agreements, allowing students the opportunity to refocus on the why. Additionally, we covered a lot of behavior concerns all at once and while it was

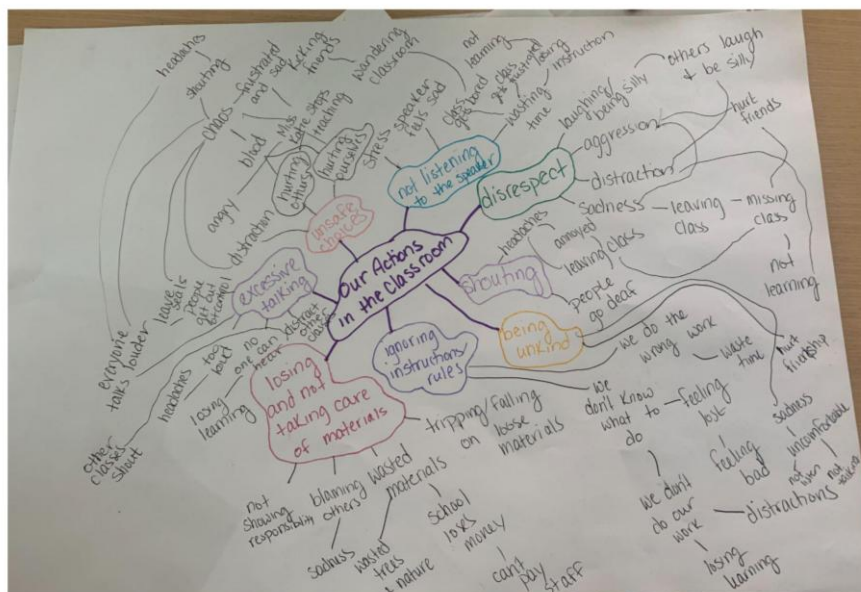
doable, it might be more beneficial to focus on one or two specific areas to support long-term retention of our reflections. Finally, I think adding an additional step to the process that involves brainstorming potential consequences for broken classroom agreements would support student buy-in. For now, we will be doing a full class reflection to look back at our Sustainability Compass and agreements to determine if we are successful or still in progress, as well as what we might do to go forward.

EVIDENCE

Whole Class - Compass with Connections



Whole Class - Adapted System Mapping (cause and effect chains)



Student Suggested Agreements (based on reflection with tools)

Raise your hand to speak. Wait patiently. No screaming.
 Don't eat during class.
 Use the bathroom at appropriate times (break, work time, etc.)
 Show empathy & consideration for others.
 Think, "Do I need to share this right now? Did someone else already share it?"
 Be patient and wait your turn respectfully. Your attention should be on the speaker.
 Be aware of personal space.
 Always be kind.
 Don't interrupt the speaker or learning of others.
 Don't leave your seat randomly.
 Don't waste time in the bathroom.
 Be silent when Miss Katie is talking.
 Don't distract others.
 Respect.
 Listen with your whole body.

Don't shout across the classroom. Be aware of your volume.
 Take care of the classroom materials.
 Be honest.
 Be calm.
 Try your best.
 Don't waste.
 Use your time wisely.
 Don't throw things. Make safe decisions.
 Be helpful, BUT worry about yourself and your actions.
 Ask, "Am I being helpful or harmful?"
 Clean up. Be responsible.
 Stay on task.

To Be Ratified:

- Always be kind.
- Be considerate and have empathy for the situation of others.
- Use time wisely.
- Be an active listener.
- Respect boundaries.
- Make safe & responsible decisions.

Final
Agreements
(pre-voting)

To Be Ratified:

- Stay on task and try your best.
- Take care of your belongings and our classroom.
- Use materials thoughtfully.
- Be responsible.
- Think before you speak.
- Follow classroom routines.

Final
Agreements
(pre-voting)

1D - Classroom Constitution

We, the students of 1D, in order to create a sustainable classroom environment that supports learning, do establish this constitution of the 1D classroom at Colegio Anglo Colombiano.

1. Always be kind.
2. Be considerate and have empathy for the situation of others.
3. Use time wisely.
4. Be an active listener.
5. Respect boundaries.
6. Make safe and responsible decisions.
7. Stay on task and try your best.
8. Take care of your belongings and our classroom.
9. Use materials thoughtfully.
10. Be responsible.
11. Think before you speak.
12. Follow classroom routines & procedures.

Ratified on April 15th, 2024